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ABSTRACT

When the Tacoma School District in Washington State moved to end de facto segregation in April, 1968, an inservice training program for teachers was instituted. The objectives of the program were: (1) to develop educators' awareness of prejudices and sensitivity to racial minorities; and, (2) to develop procedures for creating this new awareness and sensitivity in educators. The inservice training project (composed of discussion groups) is evaluated by The Urban Awareness Inventory, a collection of statements constructed by black students, which reflect their beliefs about themselves, their community, and the schools. Subjects for the evaluation were selected from black students, teachers participating in the program, and a control group of teachers. Students were asked to agree or dissent to the statements; teachers were asked to respond by indicating the percentage of black students the teachers thought would endorse the statement as true. From the results, it is held that there is no difference between the estimates of the two groups of teachers. The similarity is so close that the evaluation concludes that the Title IV workshop project had no discernible effect on the participants' awareness of the beliefs and opinions generally held by Tacoma's black students. (Author/JW)

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TACOMA SCHOOL DISTRICT NO. 10

TITLE IV IN-SERVICE EDUCATION PROGRAM

AN EVALUATION

UD010882

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INTRODUCTION

In April, 1968, Tacoma School District moved to end de facto segregation in that District by closing down McCarver Junior High School, a predominantly Negro school, and transferring the students therein to other junior high schools in the district. The 1964 Civil Rights Act, Title IV, Section 405, specifically provides for grants to school boards for the purpose of "... giving to teachers and other school personnel in-service training in dealing with problems incident to desegregation ..."

Recognizing that many educators in the receiving schools had not had sufficient opportunity to become acquainted or to work with students from minority groups, and recognizing the need for a sensitization to the almost automatic prejudices that Caucasians carry with them, the School District requested funds under Title IV for an in-service program to prepare teachers to work more effectively in a multi-racial setting. The primary objectives of that program were (1) "To develop teams of educators with an awareness of Caucasian prejudices and a sensitivity to the problems of racial minorities for the purpose of developing a total school staff capable of effectively instructing students from de facto segregated schools;" and, (2) "To develop procedures of working with predominantly Caucasian staffs and creating their awareness and sensitivity to the problems of the minorities."

Those objectives came naturally from an appreciation that confrontations between strangers are eased when the path which both parties tread is paved with information and understanding of these problems which define the lives of those in confrontation. This is, of course, the entire rationale of "sensitivity training;" that, by analyzing their own behavior and that of others in the group, participants become more adept at identifying and consciously diagnosing the interpersonal and group problems which emerge, as well as gaining a deeper understanding of their own reactions toward others.

One notes, however, that the objectives of this Title IV program are couched in terms more rigorous, more specific, than "self-awareness," than "understanding." The authors of the proposal were much less interested in the blossoming of self-awareness in the participants -- they sought cultural awareness: "... awareness of Caucasian prejudices," to be exact. And the authors were less concerned that participants develop simply a sensitivity to the opinions and behaviors of others than that they develop a sensitivity to certain attitudes and problems and adjust their behavior accordingly: to " ... effectively instruct students from de facto segregated schools."

Thus, a definitive evaluation of this Title IV project would look to the behavior of the participants following their participation in the program. The evaluator would have constructed some measures of "Effectiveness of Instruction" and would rigorously apply those measures to the participating teachers as they engaged in the business of instruction of students from de facto segregated schools. Of course, no such measures exist. The broad, but shaky discipline of Educational Research has yet to develop such an instrument.

One is compelled to look elsewhere for evaluative measures. One notes that "evaluation" is here defined to mean "the comparison of outcomes with objectives." We are compelled to assess the Project in terms of its own stated goals --- the objectives which the authors of the Project set out for its accomplishment. And in the absence of measures of teachers' effectiveness, we must look for changes in awareness, in sensitivity.

The temptation to reach into the grab-bag of attitude measures, of personality profiles, is one which should be avoided here. A telling criticism of most personality research is the common-sense observation that the investigator is dependent upon the whim of his research subjects for his data. Given the inaccessibility of attitudes, of beliefs, the researcher is dependent upon the verbal report of belief, and he must believe that the respondents answer questions truthfully, honestly

reflecting their true inner state. However, it has been shown, and been shown repeatedly, that people tend to answer questions or to endorse statements in a manner which is, in some sense, expected of them, whether or not those answers jibe with their personal convictions. That is, people tend to respond to questions in what has been called a "socially desirable" way.

It must certainly be the case that the social desirability variable would have a powerful effect on, say, teachers' responses to questions designed to test their "awareness of Caucasian prejudices" and their "sensitivity to the problems of racial minorities." Teachers are not, after all, unintelligent. They are perfectly capable of recognizing the implications of statements which reflect one or another sort of bias. Having been subjects in a "sensitivity training" experience, they would certainly respond to such statements in a manner which would be expected of them.

Thus, the approach to evaluation taken here, and to be described in detail below, eschews both measurement of "effective instruction," and "attitude assessment." The test applied is one of knowledge, not of attitude -- awareness rather than sensitivity. The scale used is empirical rather than theoretical; it requires no substantive, theoretical assumptions to be made in order to interpret the data.

The following assumptions are built into both the Title IV program and the evaluation thereof. It is well to state them explicitly.

1. Transfer students, specifically, black transfer students, are equipped with a constellation of beliefs and attitudes about and toward education which may be markedly different from those encountered in the typical white, middle-class student.

2. Faculty and staff in receiving schools may be, at best, only in part aware of those opinions.

3. T-group leaders are committed to developing an awareness of those beliefs, i.e., to bringing the participants'

perceptions of those beliefs into congruence with those beliefs.

4. Having gained an appreciation of the opinions and attitudes of the transfer students, the participants will make adjustments in their classroom behaviors so as to be more effective in their relationship with the students.

The first two assumptions provide the rationale for this research design; the third generates an hypothesis upon which to base a test of the effectiveness of the Title IV program. The fourth assumption is a simple restatement of the objectives of the Title IV program.

Assumption (3) merits closer examination. It is not meant to imply that, as a result of the T-group experience, participants will come to hold the same opinions about education as are held by the transfer students. Rather, it suggests that the T-group experience will enlighten those teachers such that they can articulate more precisely the opinions held by their transfer students. The objective of the T-group experience is to generate awareness of, not agreement with, the opinions of others.

This evaluation will be precisely concerned with the measurement of the participants' awareness of the opinions of their black students. Such an approach to evaluation calls for accumulation of facts, a test of the participants' command of that information, and a comparison test of other teachers' comprehension of the same body of knowledge.

PROCEDURE

The Instrument

A number of black senior-high students from Tacoma were recruited to generate a number of evaluative statements relating to school and community affairs. The students

were informed of the purpose of their task, and were paid at a rate established by themselves. They were instructed to frame statements which were likely to be endorsed in varying degree by their fellow students. Sixty-eight statements resulted, of which four were judged to be inappropriate to the purpose and were discarded. The order of the remaining sixty-four was randomized and the list of statements was called the Urban Awareness Inventory (appended).

For each of the sixty-four statements, the measure of interest was the probability that that statement would be endorsed as "True" by Tacoma's black students -- $Pr(T_i)_s$.

Pre-test

The Urban Awareness Inventory was pre-tested in Seattle at Franklin High School with approximately ninety black students responding. The pre-test was carried out in order to identify those statements for which $Pr(T_i)_s$ was near to 0.0 or 1.0. Little information would be conveyed by such statements and the intent was to remove such statements from the inventory. Another objective was the identification of a number of statements which generated approximately the same value of $Pr(T_i)_s$, some of which were also to be discarded. The objective of the pre-test-and-discard procedure was to generate a set of statements for which $Pr(T_i)_s$, when rank-ordered, was a monotonic increasing function.

Surprisingly, the pre-test data showed that the entire collection of statements was acceptable. $Pr(T_i)_s$ was well within .10 and .90, and the rank-ordered function was monotonic increasing between those bounds. Thus, the entire list was retained for use in Tacoma.

The Subjects

Respondents to the Inventory were of three sorts: black students in Tacoma; participants in the Title IV program; and a control group of non-participating teachers and principals.

One-hundred and ninety-one junior- and senior-high black students were randomly selected from the several junior- and senior-high schools in Tacoma. The only constraint governing their selection was that the number of students chosen from a given school be proportional to the total sample as the number of black students in that school was proportional to the total black student population. If, for instance, the number of black students at Mount Tahoma constituted 12% of the senior-high black student population, the number of students selected to participate from Mount Tahoma was chosen such that they made up 12% of the sample of black students. Thus, the sample of 191 students -- a 15% sample -- closely reflected the makeup of Tacoma's black student population, both with respect to the distribution over junior- and senior-high schools, and to the distribution over schools.

The sample of participating teachers was, of course, pre-determined. Approximately eighty-five teachers and administrators participated in the Title IV project and responded to the Inventory.

The control sample of 140 teachers and administrators was determined by a random sampling from the personnel rosters of the fourteen junior- and senior-high schools in the district. Somewhat arbitrarily, we chose to ask ten teachers from each school, plus the principals, to respond to the Inventory.

Administration

Data were collected over a period of about a month and a half. The Inventory was administered to the Title IV participants in late April, at the conclusion of their final laboratory workshop. The Inventory was delivered to the control group teachers through the school mail system and was self-administered. This occurred in early May.

Administering the Inventory to the students posed a number of problems and was not effected until early June. A number of principals expressed concern that some of the statements in the Inventory were of an inflammatory nature and might

foment undesirable behaviors. Thus, collecting data from the students was delayed until the last day of school.

The Task

Students were instructed to read each statement and to indicate whether they believed the statement to be True or False. Their responses were recorded on standard mark-sense answer sheets for electronic data processing.

The Title IV participants and control-group teachers were asked to read each statement and to estimate the proportion of black students who would endorse it as True. The instructions read:

> On the following pages is a set of statements which may or may not represent the views of the black students in the Tacoma School District. You may assume that these statements have been examined by a substantial majority of black junior- and senior-high school students in this school district. You may further assume that each student was asked to indicate whether or not he believed each statement to be true. The results of that poll have been summarized into statements of the form, "the percentage of black students endorsing statement N is x%." Thus, for each of the 64 statements there exists a number between 0.0 and 1.0 called $P(E)_s$ -- probability of endorsement by students. $P(E)_s$ ranges from .05 to .95 over the set of 64 statements.

Data Analysis

The data from junior- and senior-high students were grouped inasmuch as there was little difference in the pattern of responses from the two samples.

For each statement in the Urban Awareness Inventory, there was calculated the number, $Pr(T_i)_s$, which is defined as "the proportion of the student sample endorsing the

statement as 'True.' " $Pr(T_i)_s$ was calculated according to the formula:

$$Pr(T_i)_s = \frac{\text{Sum of } X_i}{N_i}$$

where: X_i = the number of students endorsing statement (i) as "True"

N_i = the number of students responding to statement (i).

Teachers' estimates of $Pr(T_i)_s$ -- $Est[Pr(T_i)_s]$ were separately calculated for the Title IV participants and the control group teachers and summarized by averaging within each group. The averaged estimates were calculated by the formula:

$$Est[Pr(T_i)_s] = \frac{\text{Sum of } Y_i}{M_i}$$

where: Y_i = an individual teacher's estimate of $Pr(T_i)_s$

M_i = the number of teachers responding to statement (i).

The statement numbers (i = 1-64) were rank-ordered according to their associated values of $Pr(T_i)_s$ and arrayed along the X-axis of a linear graph. $Pr(T_i)_s$ was arrayed along the Y-axis and the function relating $Pr(T_i)_s$ to (i) was drawn. The result, of course, was a monotonic increasing function -- that being determined by the rank-ordering. No inferences are to be drawn from the form of the function, since the ordering of (i) is an empirical order which does not reflect any underlying theoretical scale.

The associated function of $Est[Pr(T_i)_s]$ for both the Title IV and Control teachers was plotted against the order of (i) derived from the student sample. The similarity of form of the three functions provides the measure of effectiveness of the Title IV project. The "goodness of fit" of the Title IV teachers' $Est[Pr(T_i)_s]$ to the function, compared to the goodness of fit of the control teachers' estimates, provides the basis upon which the Title IV project is to be evaluated. If the Project were, in fact, effective in enhancing the participating teachers' awareness

of the opinions and beliefs of black students, then their estimates of $Pr(T_i)_s$ should fall much closer to the function of $Pr(T_i)_s$ than do the estimates of the control group respondents. The measure of effectiveness of the program, then, is the measure of dissimilarity of the two sets of estimates.

RESULTS AND DISCUSSION

Figure 1 illustrates the relationship between $Pr(T_i)_s$ and the two estimates of that function -- estimates derived from the participants in the Title IV program and from the control-group teachers.

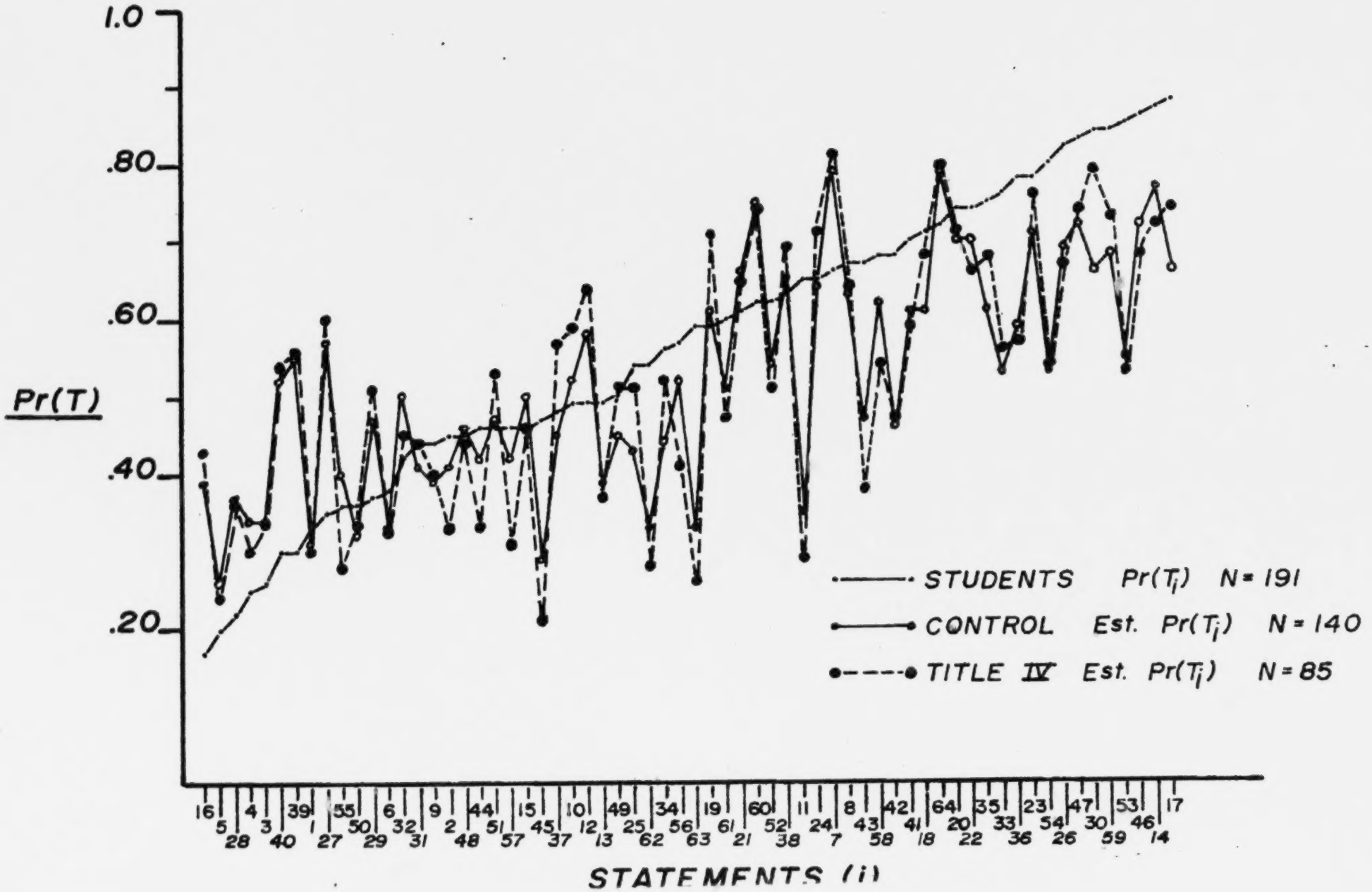
Insert Figure 1 here

Two clear-cut relationships are readily apparent. The most striking observation is that there is, for all practical purposes, no difference between the estimates of the two groups of teachers. Such differences as can be observed are well within the range of errors of measurement. The similarity between the two estimates is so close that it could not be bettered if the two groups had been randomly selected out of a common population without intervention of some such treatment as the Title IV project. That, of course, is the telling criticism: no differences can be discerned which might be attributed to the effect of the program.

The second observation is that, whereas the estimates from the two teachers' groups appear to be highly correlated, the correlation between either teacher group and the student sample is very low. That is to say, the teachers' estimates of $Pr(T_i)_s$ is uniformly poor, regardless of participation in the Title IV program.

Thus, within the dimensions specified for

Fig. 1. A comparison of Title IV and Control teachers' estimates of $Pr(T_i)_s$.



this evaluation project, no discernible effect can be attributed to the project. The participating teachers are no more aware of the opinions of their black students than the non-participants. This stark observation has far wider implications than a simple statement weighing the effectiveness of the program. We will discuss those implications in the following pages.

Since the teachers surveyed apparently have such a limited grasp of the opinions and attitudes of their black students, it would appear that the information collected from those students stands as a contribution to the education of the Tacoma School District. Accordingly, we have reproduced the 64 rank-ordered statements from the Inventory together with the $Pr(T_i)_S$ associated with each statement. That listing will be found in Appendix II.

The pattern of endorsements indicated by the black students is, in some cases, startling. Let us consider some examples. The statement most widely endorsed [$Pr(T_i)_S = .88$] was No. 17: "The behavior of black students is watched more carefully than white students." In the individual case, one might ascribe the utterance of such a belief to hyper-sensitivity, but when 168 out of 191 students endorse that statement as true, one must be guided by the axiom, "Where there's smoke, there's fire." The "hypersensitivity" argument is further weakened by examining other statements and their associated endorsement values. If one wanted to defend against the implications of the high endorsement of statement No. 17, an obvious rejoinder would be something on the order of, "Well, students are bound to make negative statements, just to keep in step with the current protest movement." If that were so, then one would expect, as a generality, that statements with strong negative connotations would be highly endorsed. Consider the case of statement No. 16: "Teachers grade on the basis of color." If the above interpretation were correct, one would predict a high endorsement value for No. 16. In point of fact, that statement was endorsed by only 33 of the students -- 17%. Thus, the "hypercritical" interpretation does not fit the data.

Accepting the pattern of students' endorsements at face value, there is a wealth of information available, detailing

the view of school and community which black students face every day. Eighty-four percent believe that "Black students have to prove themselves before they are accepted." Nearly half -- 48% -- believe that "Teachers create more racial problems than students do." Eighty-six percent believe that "Teachers are not acquainted with the neighborhood life of the black student." Only 20% of the students believe that "Teachers understand the culture of the black students." By the same token, 71% believe that "Administrators do not understand the problems of black students."

In short, the view of the school community is a bleak one for black students. They see themselves as enmeshed in a system which, while not actively malevolent , is simply not sensitive or responsive to some very real differences which set the blacks apart from their white cohorts.

Let us consider those statements for which teachers' estimates of $Pr(T_{is})$ were significantly wide of the mark. (N.B. "Significantly" is used here in the common sense of the word, not the statistical sense. Given the size of the sample, a statistically significant difference would be something on the order of two or three percentage points. A significant difference in this discussion is defined as a case where teachers' estimates of $Pr(T_{is})$ are fifteen or more points wide of the mark.) Since the estimates of $Pr(T_{is})$ of the Title IV teachers showed essentially no difference from those of the control-group teachers, we will consider both groups together as a whole.

Teachers underestimated, by fifteen or more percentage points, students' endorsement of the following statements:

45. Teachers' attitudes about black students can be changed by going to a meeting.

62. White churches readily welcome black people into their congregations.

63. Qualified black people have full equal opportunity for employment in Tacoma.

11. Black students have the same opportunity for scholarship as white students.

43. Counselors work as hard to help black students get jobs as they do for white students.

42. Black students are more inclined to be hustlers than white students.

33. White students are afraid of black students.

54. Black students have more pride than white students.

53. Black students are more ready to fight than white students.

For ease of discussion, we will call that set of statements Group U. On the other hand, teachers overestimated, again by fifteen or more points, students' endorsement of the following statements -- Group O:

16. Teachers grade on the basis of color.

29. Teachers participate in human relations projects only for money.

60. Black families are not accepted in white communities.

40. A white girl who dates a black boy isn't accepted by either race.

39. A black student who is highly successful is called an Uncle Tom.

27. White students are better academically.

Both groups of statements can be partitioned into two distinct sub-groups, and the content of those sub-groups is essentially the same in Groups O and U. Sub-group I might be called "Environmental Conditions," which of course includes statements relating to the school community. Statements in sub-group II relate to the black self-image.

Let us consider these sub-groups individually.

Statements 45, 62, 63, 11 and 43, in Group U-I are all fairly positive descriptions of the school and community. If true, one would say that an environment described by them was a good one. $Pr(T_i)_s$ for these five statements ranged from .47 to .67, which is to say, at least half of the students surveyed subscribed to the sentiments contained therein. Teachers' estimates of those endorsements, however, ranged from .25 to .45, which is to say, teachers apparently believe that few blacks would describe their school and community in positive terms.

Let us consider Group O-I. Statements 16, 29 and 60 are clearly derogatory -- teachers who might be truthfully described by statements 16 and 29 would, by all accounts, be poor teachers. Statement 60 clearly describes an unacceptable community. Seventeen percent of the students endorsed No. 16, and 36% endorsed No. 29; 61% endorsed No. 60. In each case, Tacoma teachers significantly over-estimated the extent to which those statements were endorsed. Specifically, their estimates of $Pr(T_i)_s$ were, respectively, 42%, 48% and 75%.

Taken as a whole, then, teachers underestimate the extent to which black students would describe their environment in positive terms, and have an exaggerated notion of the extent to which they would describe it in negative terms.

The statements in sub-Groups U-II and O-II, statements pertaining to self-image, admit of an equally straightforward interpretation. In Group U-II, statements 42, 33, 54 and 53 can all be interpreted to have positive, black-self-image connotations. $Pr(T_i)_s$ ranged from .70 to .85 over that set of statements, whereas teachers' estimates of $Pr(T_i)_s$ ranged only from .45 to .55.

In sub-Group O-II, statements 40, 39 and 27 can be interpreted as having negative, or demeaning self-image implications. $Pr(T_i)_s$ for these three statements was uniformly low, in the range of .30 to .35. The teachers, on the other hand, estimated that from fifty to sixty percent of the students would endorse those statements as "True."

Taken together, the patterns of endorsement and estimate of the statements in sub-Group II suggest that teachers impute a sense of defeatism and of negative self-image to their black students, when, in fact, those students exhibit a strong sense of pride in their identity.

The pattern of endorsement and estimate in sub-Group I, on the other hand, suggests that Tacoma teachers have an unjustified belief that black students hold a generally negative set of opinions about them. One is reminded of the definition of paranoia: "a tendency on the part of individuals or of groups toward excessive or irrational suspiciousness and distrustfulness of others."

In sum, the results of this study suggest that the Title IV workshop project had no discernible effect on the participants' awareness of the beliefs and opinions generally held by Tacoma's black students. In addition, the study has provided insights into both the beliefs of Tacoma's black students, and into the errors of estimate of belief that Tacoma's teachers commit. The results of the study should provide the basis for a continuing and, one hopes, fruitful dialogue between students and staff.

APPENDIX I

THE URBAN AWARENESS INVENTORY

THE URBAN AWARENESS INVENTORY

INSTRUCTIONS

* * * * * * * * * * *

The purpose of this questionnaire is to assist the Tacoma School District in its efforts to improve relations between students and school. Students and teachers alike will benefit from the information which you will provide.

Read each statement carefully and indicate on the answer sheet whether you believe it to be true or false. Many statements will be difficult to judge. In those cases, ask yourself if the statement is more true than false. If so, mark that space on the answer sheet as "true." If you believe a statement to be not entirely false, but more false than true, mark that space on the answer sheet as "false."

You may be completely frank and honest in your answers. There is no way that your answers can be identified as having been given by you. Feel free to tell it like it is.

Use a #2 lead pencil for marking your responses on the answer sheet. Make marks heavy, glossy and black.

Fill one of the two response positions for each statement -- there are 64 of them. Mark only one response position for each item. Fill the response position completely, but do not mark outside of it.

Do not fill in any part of the upper portion of the answer sheet. Do not indicate your name, student number, room number or school.

Thank you for your cooperation!

THE URBAN AWARENESS INVENTORY

1. A white teacher is qualified to teach a course in Afro-American culture.
2. The resources of the library meet the needs of the black student.
3. Black students should have their own school.
4. Teachers understand black students.
5. Teachers understand the culture of the black students.
6. The schools provide references and resources to the teachers about black culture.
7. Teachers teach white middle class values.
8. For equal representation black students need a unified group.
9. The only difference between black and white students is color.
10. Assembly programs are oriented only toward the white students.
11. Black students have the same opportunity for scholarship as white students.
12. White counselors react differently toward black students than toward white students.
13. A white counselor can meet the needs of black students.
14. A black counselor can meet the needs of black students.
15. Men teachers have more acceptance toward black students than women teachers.
16. Teachers grade on the basis of color.
17. The behavior of black students is watched more carefully than white students.
18. Administrators do not understand the problems of black students.
19. Disciplinary actions are different for black and white students.
20. Black students have a different vocabulary than white students.
21. Teachers do not understand the vocabulary of the black students.
22. Black students tend to congregate together mainly on the basis of color.
23. Rumors involving black and white students are more easily spread and accepted.
24. Any disagreement between a black and white student immediately becomes a racial incident.

25. Teachers seldom treat black students as individuals.

26. Black students make better athletes.

27. White students are better academically.

28. White students are better behaved than blacks.

29. Teachers participate in human relations projects only for money.

30. Black students have to prove themselves before they are accepted.

31. Teachers feel guilty because of their reactions to black students.

32. White boys are more accepting of black students than girls are.

33. White students are afraid of black students.

34. Teachers are afraid of black students.

35. Administrators fear Black Power.

36. The actions of one black student reflect on the whole black society.

37. Teachers create more racial problems than students do.

38. A black student who gets along with whites is called an Uncle Tom.

39. A black student who is highly successful is called an Uncle Tom.

40. A white girl who dates a black boy isn't accepted by either race.

41. A black girl who dates a white boy is rejected by blacks.

42. Black students are more inclined to be hustlers than white students.

43. Counselors work as hard to help black students get jobs as they do for white students.

44. Teachers work as hard to prepare black students for a job as they do for white students.

45. Teachers' attitudes about black students can be changed by going to a meeting.

46. Teachers are not acquainted with the neighborhood life of the black student.

47. White students learn to dislike black students from their parents.

48. White students are really sincere in their friendship with black students.

49. If white students are really sincere friends with black students they are rejected by other white students.

50. Most black students are militant.

51. Most white students are racist.

52. Understanding between black and white students can be accomplished by education.

53. Black students are more ready to fight than white students.

54. Black students have more pride than white students.

55. Teachers treat black students with as much dignity as they do white students.

56. Black students generally respect teachers.

57. Teachers are willing to listen to the problems of the black students.

58. A black teacher can discipline a black student better than a white student.

59. Teachers do not communicate enough with black parents.

60. Black families are not accepted in white communities.

61. White standards are higher than black standards.

62. White churches readily welcome black people into their congregations.

63. Qualified black people have full equal opportunity for employment in Tacoma.

64. Black people are as honest as white people.

APPENDIX II

RANK-ORDERED STATEMENTS
AND
ASSOCIATED $Pr(T_i)_s$

RANK-ORDERED STATEMENTS AND ASSOCIATED $Pr(T_i)_s$

$Pr(T_i)_s$	Statement
.17	16.) Teachers grade on the basis of color.
.20	5.) Teachers understand the culture of the black students.
.22	28.) White students are better behaved than blacks.
.25	4.) Teachers understand black students.
.26	3.) Black students should have their own school.
.30	40.) A white girl who dates a black boy isn't accepted by either race.
.30	39.) A black student who is highly successful is called an Uncle Tom.
.33	1.) A white teacher is qualified to teach a course in Afro-American culture.
.35	27.) White students are better academically.
.36	55.) Teachers treat black students with as much dignity as they do white students.
.36	50.) Most black students are militant.
.37	29.) Teachers participate in human relations projects only for money.
.38	6.) The schools provide references and resources to the teachers about black culture.
.42	32.) White boys are more accepting of black students than girls are.

$Pr(T_i)_s$	Statement
.44	31.) Teachers feel guilty because of their reactions to black students.
.44	9.) The only difference between black and white students is color.
.45	2.) The resources of the library meet the needs of the black student.
.45	48.) White students are really sincere in their friendship with black students.
.46	44.) Teachers work as hard to prepare black students for a job as they do for white students.
.46	51.) Most white students are racist.
.46	57.) Teachers are willing to listen to the problems of the black students.
.46	15.) Men teachers have more acceptance toward black students than women teachers.
.47	45.) Teachers' attitudes about black students can be changed by going to a meeting.
.48	37.) Teachers create more racial problems than students do.
.49	10.) Assembly programs are oriented only toward the white students.
.49	12.) White counselors react differently toward black students than toward white students.
.49	13.) A white counselor can meet the needs of black students.
.50	49.) If white students are really sincere friends with black students they are rejected by other white students.

$Pr(T_i)_s$	Statement
.54	25.) Teachers seldom treat black students as individuals.
.54	62.) White churches readily welcome black people into their congregations.
.56	34.) Teachers are afraid of black students.
.57	56.) Black students generally respect teachers.
.59	63.) Qualified black people have full equal opportunity for employment in Tacoma.
.59	19.) Disciplinary actions are different for black and white students.
.60	61.) White standards are higher than black standards.
.61	21.) Teachers do not understand the vocabulary of the black students.
.62	60.) Black families are not accepted in white communities.
.62	52.) Understanding between black and white students can be accomplished by education.
.63	38.) A black student who gets along with whites is called an Uncle Tom.
.65	11.) Black students have the same opportunity for scholarship as white students.
.65	24.) Any disagreement between a black and white student immediately becomes a racial incident.
.66	7.) Teachers teach white middle class values.
.67	8.) For equal representation black students need a unified group.

$Pr(T_i)_s$	Statement
.67	43.) Counselors work as hard to help black students get jobs as they do for white students.
.68	58.) A black teacher can discipline a black student better than a white student.
.68	42.) Black students are more inclined to be hustlers than white students.
.70	41.) A black girl who dates a white boy is rejected by blacks.
.71	18.) Administrators do not understand the problems of black students.
.72	64.) Black people are as honest as white people.
.74	20.) Black students have a different vocabulary than white students.
.74	22.) Black students tend to congregate together mainly on the basis of color.
.75	35.) Administrators fear Black Power.
.76	33.) White students are afraid of black students.
.78	36.) The actions of one black student reflect on the whole black society.
.78	23.) Rumors involving black and white students are more easily spread and accepted.
.80	54.) Black students have more pride than white students.
.82	26.) Black students make better athletes.
.83	47.) White students learn to dislike black students from their parents.

$Pr(T_i)$s	Statement
.84	30.) Black students have to prove themselves before they are accepted.
.84	59.) Teachers do not communicate enough with black parents.
.85	53.) Black students are more ready to fight than white students.
.86	46.) Teachers are not acquainted with the neighborhood life of the black student.
.87	14.) A black counselor can meet the needs of black students.
.88	17.) The behavior of black students is watched more carefully than white students.